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ABSTRACT

This document is Part I of the Handbook on Cooperative Education at Los Angeles Valley College (California). It was designed to standardize the procedures and policies that have proven appropriate for this college. For comparative purposes, the author studied the administration of cooperative education programs at four other California community colleges by interviewing coordinators and by examining procedural guides; several publications on cooperative education and pertinent sections of the state educational code were also reviewed. This part of the handbook describes the philosophy of the program, instructor/coordinator duties, registration procedures, writing of student objectives, contingency plans for emergency circumstances, class unit and numbering systems, evaluation and grading procedures, procedures for instructor/coordinator visits to the job site of each student, and the importance of good public relations. Also included are student registration forms, information to be distributed to students, forms for the verification of weekly hours and attendance, sample letters from the coordinator to the employers, and a sample certificate to be sent to each employer in recognition of his service to education. A bibliography is appended. (DC)

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# TO DEVELOP AN ADMINISTRATIVE MANUAL FOR THE COOPERATIVE EDUCATION PROGRAM AT LOS ANGELES VALLEY COLLEGE

by

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Los Angeles Valley College

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

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## I. INTRODUCTION

The Cooperative Education Program at Los Angeles Valley College, as in other community colleges, has grown tremendously over the past three years of its existence. As a program grows over the years, procedures become obsolete, laws governing the program change, and problems increase. This program incorporates many departments in the college. There is great diversity in the students' interests and the instructor/coordinators' instructional and vocational expertise. Administrative procedures must be updated and revised so that every contingency is clearly described.

This part of the new handbook outlines the new and revised administrative procedures which have been brought about through growth, changes in college philosophy and changes or clarifications of state laws governing the program. This will enable the coordinator and the instructor/coordinators to more efficiently conduct the program and so increase the learning experiences of the students involved. <u>The students' educational experience is the all-important factor</u>. <u>The administrative structure only aids this end</u>.

## II. BACKGROUND AND SIGNIFICANCE

Career education has become an important part of the curriculum in the community colleges. Cooperative Education, involving cooperation between the community employer, the college and the student, has grown tremendously in the two and four year institutions. It has

become an intetral part of the occupational curriculum. "If you consider that one basic part of American educational philosophy is the concept of education for specific professions, then you realize that cooperative education enhances the preparation of students for each professional area."[1]

The Cooperative Education Program at Los Angeles Valley College has grown from seventy-nine students and two instructors to over 700 students and 13 instructors in a period of three years. A continued average rate of growth of approximately 150 students per semester is indicated for an indefinite period of time.

The administration of the program has lagged. State, district and college policies have changed. The instructors in the program have many different duties to perform than those teaching traditional classes. Up until now, the need for an administrative handbook was not important. Bulletins, directives and meetings sufficed. As the program grew, the need for standardization became imperative.

Mr. Jack Neblett, Dean of Instruction at Los Angeles Valley College, has asked that this handbook be written for the administration of the program. At a recent conference between Mr. Neblett, Mr. Hugh Moore (Assistant Dean of Instruction), and myself (Coordinator of Vocational and Technical Education), the future and projected growth of the program was discussed. It was decided that it was time to reorganize the program somewhat, and to standardize the procedures and policies that have proven appropriate for this college.

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[1]Edgar D. Draper, "Cooperative Education," Community and Junior College Journal, August/September 1973, p. 26.

The Parallel Plan (i.e., going to college and working at the same time opposed to the Alternate Plan of working one semester and going to school one semester) is most prevalent, probably most highly developed in California, and relatively new. Consequently, not much has been formally published revealing complete programs. There are also a variety of types of parallel programs in the different community colleges. Several of the outstanding programs with similar philosophies as that of L. A. Valley College were selected and investigated through interviews and unpublished handbooks. The colleges were: Rio Hondo College, Golden West College, Los Angeles City College, and Long Beach City College. The "Handbook of Cooperative Education" by Knowles, the California State Plan for Vocational Education, the Administrative Code, Title V and state and district guides provided additional important information for the handbook.

## III. PROCEDURES FOR COLLECTING INFORMATION

A review of many outstanding Cooperative Education Programs throughout the state was made. Four of these programs indicated philosophies close to that of L. A. Valley College although parts and procedures of other programs were applicable. The coordinators or directors of the four programs were contacted, interviewed and procedure books received and read.

Several publications on Cooperative Education and the various sections of the state education codes were also reviewed. The various bulletins and the previous brief administrative plan used for the college program were examined.

The administrative program was then compiled and stated in accordance with the philosophy of L. A. Valley College and in a manner tha will help the coordinator and the instructors administrate the program.

## IV. RESULTS OF THE STUDY

On the following pages is Part I of the Los Angeles Valley College Cooperative Education Program. Part I is the administrative section of the new handbook. The section is typed in manuscript form, as agreed upon by Nova in the proposal. It has been duplicated by the college for instructional use.

# PART I

## INSTRUCTOR PHILOSOPHY AND ADMINISTRATION OF THE COOPERATIVE EDUCATION PROGRAM

PART I

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## THE PHILOSOPHY OF THE COOPERATIVE EDUCATION PROGRAM

Cooperative Education is intended to be a partnership between the college and the business community for the benefit of the student. This program is designed so that the full-time student might get practical experience in his or her major field of endeavor, thus making his or her college courses more meaningful. The program also aids the student who must work for financial reasons, and gives him/her a chance to complete an AA degree while still being able to work; the full-time worker who is taking courses in order to upgrade on the job; the part-time working veteran who needs the units for veterans benefits.

Cooperative Education is valuable to the employer in that it enables the employer to observe and train the student-employee with a long range view of hiring him full time after graduation. The employer knows that the student must be highly motivated because of the extra effort put forth by going to school, studying in job-related subjects and working at the same time.

The college benefits by having the opportunity to relate academic training to job requirements, by keeping the student in school by providing relevant education and job training, by using a direct avenue to meet community needs, by keeping abreast of developments in the business and industrial community and by bringing the community and college closer together in a common interest--the student/employee.

The program is meant for the young man or woman who is not yet established in a life's work but is still in the educational phase of

his or her vocational development, and the full-time employee who is striving for improvement.

## INSTRUCTOR/COORDINATOR DUTIES

1. Enrollment of students. (see registration section)
2. Keep accurate records of the students in his/her charge. Any records that the Coop. Ed. Office has can be xeroxed for the instructor upon his/her request.
3. Advise and guide the student.
   a. See the bibliography section for information.
   b. See sections of the manual for information.
   c. Get to know each student personally.
4. Lead discussions of on-the-job problems that occur.
5. Give assignments according to lesson plan.
6. Visit the supervisor.
   a. Understand his employee's needs.
   b. See how you and your department at the college might help him.
   c. Evaluate the student-employee.
   d. Promote Cooperative Education.
7. Job placement.
   a. Draw on your experience and contacts to help in finding placements for your students.
   b. Work with the Cooperative Education Office and the LAVC Placement Office in finding placements for your students.
8. Ask questions if you don't know a rule or procedure. We at the Coop. Ed. Office will either know or find out. Remember that this is a joint venture between all of us to benefit the student.
9. Be sure you keep a record on each student of the class number, the ticket number and the number of units in which he or she is enrolled.
10. The best program publicity and public relations is your talks with the employer when you visit. Be sure to talk about the program and its advantages.

REGISTRATION AND FORMS

1. Registration will not take place until the first meeting of the control class. Any student registering through the 3rd week will have his/her hours counted to the first of the semester. (if working then)
2. Go over the qualifications of the Coop. Program. (See the following student information sheet)
3. The instructor/coordinator will hand out the registration packets to each student and will supervise them filling out the forms. (See the following sample form)

   a. Be sure that they are filled out completely and accurately, as we are audited by the state.
   b. In computing the units a student will probably earn, go by the following formula:

| | | | | | | |
|---|---|---|---|---|---|---|
| 75 | hrs. | work | per | semester | equals | 1 unit |
| 150 | " | " | " | " | " | 2 units |
| 225 | " | " | " | " | " | 3 " |
| 300 | " | " | " | " | " | 4 " |

   Note: In the summer, only up to 2 units can be earned.

4. Have the student fill out the "Weekly Verification of Hours" form.
5. Have the student write 3 measurable objectives that the student expects to learn on the job this semester. He should do this after conferring with his supervisor. This is important. This is a state requirement, and you will probably have to help him/her write these. If the student is returning to the program, the objectives must be different than the ones stated the previous semester.

   It is imperative that students know how to write the "learning objectives", plus the fact that the student must have at least two new objectives each semester. Sometime during the latter part of the semester you should use one class meeting to teach objective

writing to these students and do the best you can with new ones next semester. The state representative says that the auditor will be very strict on this. ADA money will have to be paid back if the records are not accurate. Please give a short talk on objectives to catch the new students, and screen the objectives when they come in. If they don't measure up, make them do it right. Some examples of "learning objectives" follow. Remember, be specific, simple and measurable.

Admin. of Justice

To operate the console in the communication center
To operate the teletype
To organize a basic car plan meeting
To make out a burglary report
To learn fingerprinting

Business

To learn to run the cash register
To learn to make out a payroll
To learn how to use a key punch
To improve my spelling
To learn how to cut meat
To learn how to lube a car

Chem-Biology

To learn how to use the X ray machine
To learn how to take a urinalysis
To learn how to make amalgrams
To learn how to set up laboratory equipment
To learn how to construct dental bridges

Electronics

To learn how to design a circuit
To learn electronic hardware terms
To learn how to use a scope

Engineering

To learn how to design (a specific part)
To learn how to use a shaper (or other tool)
To learn how to pack items properly
To learn how to read a blueprint

Recreation

To learn fundamentals of (a sport)
To learn how to officiate (a sport)
To learn small children's games
To learn how to organize community activities
To learn how to line a field

Sociology

To learn how to organize activities
To learn how to recruit volunteers
To learn how to handle a group encounter
To learn how to make a budget
To learn how to write publicity

The following <u>are goals</u> and are <u>not</u> objectives:

To get a raise
To do a better job
To get along with people
To get a promotion
To learn leadership
To learn to deal with problems

6. The student should take the Employer Agreement to his/her employer and go over the objectives, correct if necessary, and have the employer sign it. When it is returned, you then give the student a "seat availability" card. The instructor keeps the yellow copy.

7. The Employer Agreement, the Application, the Rating Sheet and the Job Site Identification Sheet are returned to the Coop. Ed. Office as soon as possible. Any of these that you would like a copy of will be photoed for you at your request. <u>Be sure that you keep a record of each student's class number, ticket number and number of units enrolled</u>. This information, plus the number of hours (estimated) he plans to work, should be put in the upper right hand corner of the application.

ie: Business 91 2 units
#9002
155 hrs. or 10 hrs. per week (see numbering system page)

TURN IN ALL THE FORMS TO THE OFFICE

We will return the Rating Sheet and the Job Site Identification Sheet to you before you make your visitations. You return them to the office completely filled out when you turn in your final grade. Note: If all the information is correctly filled out, we will be able to type out individual 3x5 cards listing the student's name and employer's name, address and phone to give to you to help you schedule your visitations.

8. The Rating Sheet should be taken to the employer at the time of your visitation. Encourage the employer to fill it out while you are there. If he is too busy leave him an addressed, stamped envelope (get them from the Coop. Ed. Office) so he can send in the rating. On the Job Site Identification Sheet, be sure to make a record of your visit and verify the hours that the student is supposed to be working per week with the employer. If there is any drop or increase in hours so that the student drops or adds a unit be sure to let the office know. List students names and the change on a sheet of paper and the office will take care of the change. You will be notified of the exact date. This will usually be by the fourteenth week.

9. Be sure the students know to:

   a. Notify you of change of jobs.
      (1) Have them get a new Employer Agreement signed.
   b. Notify you if they drop below 8 units of course work. Send them to the Coop. Ed. Office if there are extenuating circumstances, otherwise they will be dropped. We will find out through the computer on the weekly printout.

Extenuating Circumstances

Extenuating circumstances will be dealt with individually. Let the coordinator know your recommendation and the decision will be made at that time.

Students Who Lose Their Jobs During The Semester

Any student who loses his/her job during the semester may still receive the number of units according to the number of hours worked up until termination if he/she continues to attend the control class regularly.

Full-time Employees

A full-time worker is eligible if he can get a letter (for his file) saying that he is training for promotion and college will enhance his chances for promotion. He still has to carry 8 units and attend the control class.

Self-employed Students

A self-employed student must present some proof that he or she is in a legitimate business. A business license, income tax form declaring the business as paying tax, or any other state form verifying that a business is actually operating will be accepted. Upon presentation of the document the instructor should note this on the Job Site Identification Sheet and admit the student into the class.

Volunteer Workers

A student who is a volunteer worker may qualify for Cooperative Ed. if he/she is working for a non-profit organization. The student should pick up a form from the Coop. Ed. Office, which states that he/she is covered through some form of liability insurance by the employer. The employer must sign the form, and it is to be returned to the office.

Last Minute Enrollees

If for some reason a student comes for the 1st time to class the 3rd week, give him a seat availability card along with the forms to fill out.

Tell him he will be dropped if the forms aren't returned. Have him get enrolled at Admissions right away so we get ADA. He will be dropped at the first computer check or earlier if the forms aren't completed.

Average Daily Attendance (ADA)

The students must be enrolled in the first 3 weeks. This means they have to be on the computer. Insist that they get to you the first week, get the forms in by the 2nd week, and above all take the seat availability card to Admissions immediately.

Changing Unit Value

At about the 14th week the coordinator will send you a reminder or ask about any change of hours. If any change has occurred, please change his class ticket number according to the total hours worked. Send the student's name with the class ticket number he/she is presently enrolled in and the class ticket number he/she should be enrolled in according to the hours worked.

Class and Unit Numbering System

The following will be the numbers for all Cooperative Education Classes (district wide) that will be put through the computer. Again, all classes will use the same numbers. For example, the transcript will read:

Cooperative Education 91 Work Experience I Business
(or whatever major the student declares)

This would all be in abbreviated form.

Vocational Cooperative Education

| | 1 Unit | 2 Units | 3 Units | 4 Units |
|---|---|---|---|---|
| 91 | 9001 | 9002 | 9003 | 9004 |
| 92 | 9005 | 9006 | 9007 | 9008 |
| 93 | 9009 | 9010 | 9011 | 9012 |
| 94 | 9013 | 9014 | 9015 | 9016 |

The following is a sample of the registration packet that the student must fill out before he/she will receive a "Seat Availability" card for admission to the program and a duplication of the "Student Information" in the student brochure.

## INSTRUCTIONS FOR REGISTERING IN COOPERATIVE EDUCATION

COOPERATIVE EDUCATION AGREEMENT (WHITE, YELLOW, PINK & BLUE NCR FORM)

* (The usual NCR forms are not used in this example)

1. Read and complete this agreement.
2. Students sign the agreement.
3. Company name on the top line and your name, date, sem. & year.
4. Employer's signature.
5. Leave the <u>blue</u> copy with your employer.
6. You (the student) keep the <u>pink</u> copy.
7. Turn the rest in to the instructor or the Coop. Ed. office after all forms are filled out.

APPLICATION FOR ENROLLMENT (YELLOW)

1. Read and complete this sheet.
2. Be sure to provide a brief job description on the back of the sheet.
3. Turn this in to the instructor or the Coordinator of Cooperative Education. (At the same time you will be interviewed to confirm qualification)

JOB RATING SHEET (WHITE)

1. Complete name, job title, semester and year.
2. Put your learning objectives (from the agreement) on the bottom three lines of the rating sheet. <u>DO NOT HAVE YOUR EMPLOYER FILL THIS OUT</u>.
3. Turn this sheet in to your control class instructor or Coop. Ed. office.

JOB SITE IDENTIFICATION (BLUE)

1. Read and complete <u>only the upper portion of this sheet</u>.
2. <u>Do not fill in below the double line</u>. This information will be completed by the control class instructor.

If you qualify you will receive a class "Add" card for the proper number of units you are earning according to the number of hours worked per week.

You must notify your control class instructor if your hours change during the semester so that your total number of units can be computed properly at the end of the semester.

Los Angeles Community Colleges

COOPERATIVE EDUCATION AGREEMENT

Date Semester Year

EMPLOYER _____ STUDENT'S NAME _____

STATEMENT OF JOB-ORIENTED LEARNING OBJECTIVES

Each semester that a student is enrolled in the Cooperative Education Program it is necessary that new learning experiences be identified on his/her job. The achievement of these stated objectives will determine the credit and grades which will be granted for work experience.

These objectives must be specific, measurable, and achievable during the semester. They will be reviewed at the end of the semester by the college coordinator who will determine the level of achievement.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

_____

The above learning objectives are reasonable and obtainable during this semester.

_____
Employer-Company Representative

The three participants in this Cooperative venture are the student, the employer, and the college. The college coordinator has the sole responsibility for evaluating each student with advice and counsel of the employer, and the college will award academic credit.

The student agrees to abide by the Cooperative Education guidelines.

_____ _____
Student's Signature College Representative

Instructor use only: Coop. Ed. _____ Dept. _____ Ticket # _____

APPLICATION FOR ENROLLMENT SEMESTER _____ YEAR _____

1. Mr. Mrs. Miss Last Name First Name Initial Date / / Age Soc Sec #

2. Address Number & Street City & State Zip Telephone

3. Place of Birth (City & State or county) Date of Birth / / 4. Are you a USA Veteran? _____ On Veteran's Aid? _____

5. How many accredited college units have you completed? _____
What is your Grade Point Average? _____

6. Major (Certificate or AA Degree Program)

7. How many units are you carrying this semester other than Coop. Ed.? _____

8. List your complete record of work experience. (Start with present employment)

| Employer (Name and address) | Job Title | Salary | Date From / / | Date To / / |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

How many hours do you work each week? _____ *

*If you are a full-time employee you will need to include a letter from your employer stating that you are in a training program at your work and/or your education is necessary or extremely helpful to your advancement.

List the vocational courses and courses in your major that you have taken at college, plus all the courses you are taking this semester.

| Vocational Courses | Major Courses | Present Program |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

I hereby attest that the above courses and the requirements have been met and that I have successfully completed each with a passing grade.

Student Signature _____ Date ___ _____

Los Angeles Community Colleges

# COOPERATIVE EDUCATION RATING

Name of Student _____ Semester _____ Year _____

Cooperative Education is a joint venture involving students, employer, and College. The following student responsibilities and objectives will be the basis for a grade at the end of the semester. This grade will be the responsibility of the College.

Rate each responsibility and learning objective in terms of achievement highest to lowest (5 to 0)
Circle the appropriate number

## EMPLOYER'S RESPONSE

| Employer Evaluation of Student | High | | | | Low | No Attempt |
|---|---|---|---|---|---|---|
| · Abides by the rules that are the employer's requirements for continuous employment. | 5 | 4 | 3 | 2 | 1 | 0 |
| · Exhibits proper amount of initiative. | 5 | 4 | 3 | 2 | 1 | 0 |
| · Has a high work output in accordance with training requirements. | 5 | 4 | 3 | 2 | 1 | 0 |
| · Shows alertness, interest, and enthusiasm toward work. | 5 | 4 | 3 | 2 | 1 | 0 |
| · Learns easily and quickly, profits from past mistakes. | 5 | 4 | 3 | 2 | 1 | 0 |
| · Organizes tasks with minimal loss of time. | 5 | 4 | 3 | 2 | 1 | 0 |
| · Demonstrates habits of punctuality. | 5 | 4 | 3 | 2 | 1 | 0 |
| · Notifies employer in advance if ill and unable to report to work. | 5 | 4 | 3 | 2 | 1 | 0 |
| · Works tactfully and cooperatively with others. | 5 | 4 | 3 | 2 | 1 | 0 |
| **Has achieved the following Learning Objectives:** | | | | | | |
| 1. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. | 5 | 4 | 3 | 2 | 1 | 0 |

Average number of hours student worked per week _____

Rated by:

_____
Employer Date

## COLLEGE'S RESPONSE

| College Evaluation of Student: | | | | | | |
|---|---|---|---|---|---|---|
| · Abides by the rules that govern the Cooperative Education program. | 5 | 4 | 3 | 2 | 1 | 0 |
| · Attends classes regularly (regular classes and coordinating classes). | 5 | 4 | 3 | 2 | 1 | 0 |
| · Completes assignments. | 5 | 4 | 3 | 2 | 1 | 0 |

Rated by:

_____
College Date

_____
Score

_____
Grade

**Comments:**

LOS ANGELES VALLEY COLLEGE
COOPERATIVE EDUCATION
Job Site Identification of Student/Employer

SEMESTER _____
YEAR _____

STUDENT'S NAME _____
Last (Please Print) First Initial

ADDRESS _____
Number Street City Zip

Telephone Number _____ Occupational Major _____

Job Title _____

Type of Work Experience Performed _____

Accredited College Units Completed (approximately) _____

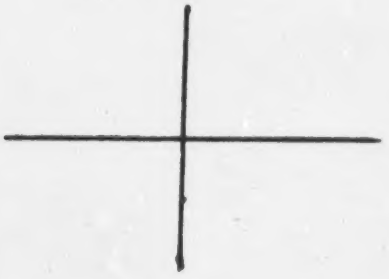
Units Completed in Cooperative Education _____

Name of Employing Company _____

_____
Address Street City Zip

Telephone No. _____ Supervisor
Person to contact _____
Last First

NEAREST MAJOR INTERSECTION



DO NOT WRITE BELOW THIS LINE

Record of visit (S) made by Instructor-Coordinator

_____

_____

_____

Date Time Spent Instructor

_____ _____
Coordinator of Cooperative Education Date

# STUDENT INFORMATION

## What Is Cooperative Education?

It is called "Cooperative Education" because employers and college "cooperate" in relating what you learn in the classroom with what you do on the job in a total educational experience. Study and work are integrated making each more relevant, rewarding and interesting.

## How Do You Qualify?

You must be enrolled in at least 8 units, other than work experience, at Los Angeles Valley college. You should be employed in a part-time or full-time job related to your major field of study. Students doing volunteer work for a nonprofit-making organization may qualify. The full-time employee must submit a letter signed by his employer stating that he is in a training position and you must attend a "control class" one hour a week (see your class schedule). In the "control class" you will cover such information as labor laws, how to apply for a job, how to write a resume, how to take an interview, problems that arise on the job and many topics of interest. You are evaluated by your employer and the instructor for your final grade. Do not drop below the 8 units or you will be dropped from the program.

## How Do You Enroll?

Check the schedule of classes under your major field of study for the Work Experience 91-94 class series. Schedule all your other classes so you can attend the first class meeting. You will receive a registration packet, including an employer agreement, from the instructor. When you return the packet, completely filled out and the agreement signed by your employer, you will be given a seat availability card by your instructor. Take it immediately to the admissions office and add the class.

How Many Units Can You Earn?

Unit credit is based on the number of employer-verified hours the student works during a semester.

5 hours per week of work experience earns 1 unit of credit
(75 hrs. per semester)
10 hours per week of work experience earns 2 units of credit
(150 hrs. per semester)
15 hours per week of work experience earns 3 units of credit
(225 hrs. per semester)
20 hours per week of work experience earns 4 units of credit
(300 hrs. per semester)

Summer session units equal 1 unit per 75 hours minimum work with a maximum of 2 units for the 6 week summer session. Students must be carrying 3 units of additional course work.

WEEKLY HOURS VERIFICATION AND ATTENDANCE

1. On the form provided (see following sample) have the student, each week, fill in the line corresponding to the week with the total hours worked, then each week make a cumulative total and sign his/her name after it. The instructor keeps this until the end of the semester and turns it in with the other forms.
2. The instructor can keep the students attendance in the column marked "Att". This way the office will have a complete record of the student in case questions should arise at some later date.
3. When a student is absent three times the instructor should turn in the name to the office and a letter will be sent warning him/her to come into the office or see the instructor or the student will be dropped within a week.

COOPERATIVE EDUCATION

Weekly Verification of Hours Worked

Students Name _____ Course No._____

Department _____ Unit Value _____

I hereby certify that I have worked the number of hours for each week as shown below.

| Wk No | Att | Work Week (Start Sunday-end Sat) | Hrs Wkd | Cum Total | Students signature | Comments |
|---|---|---|---|---|---|---|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
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SUMMARY:

Total hours worked during semester _____

Semester Grade _____ Semester Hour Credit Earned _____

Signed _____

Control Class Instructor

## EVALUATION AND GRADING

1. An introductory letter (see sample following) has been sent the employer together with a brochure that explains the philosophy of the Cooperative Education Program. This will give him some background in understanding its intent, and he will realize that an evaluation will be expected at the end of the semester.
2. At mid-term, a letter and return card will be sent the employer (see sample following). If the employer replies that he would like a visit or a call, we will notify you, the student/employee's instructor. You should contact the employer as soon as possible.
3. You, the instructor/coordinator and the employer should discuss the evaluation sheet (see registration packet) so that the instructor can adequately grade the student. The employer evaluation should be worth about 70% of the grade and the class grade will be about 30%.
4. If the employer does not return the evaluation sheet by the end of the semester, a grade of <u>incomplete</u> must be given the student. Please notify the Cooperative Education Office and we will send a letter to the employer (see following sample).
5. You, as instructor/coordinator (and if possible, the employer) should go over the rating with the student so that education can take place on this final step.
6. The student is only allowed one absence for maximum grade. At three absences he will be sent a warning letter and told to report or be dropped. Absences can be made up by arranging to do so in other classes.

7. Be sure you put the final grade on the Weekly Verification of Hours Worked Sheet and the Rating Sheet. Please mark it clearly so that we will have a record. Hand the graded sheets in promptly. The coordinator has to mark the grades on a central sheet to be handed in to the Admissions Office at the grading deadline.

Reporting Grades

1. Grades must be in to the Coop. Ed. by, at least, the day before grades are due in the Admissions Office. The coordinator must enter them on the master sheet.
2. The sheets for each student should be alphabitized and together in the following order.
   a. Weekly verification of hours worked on top.
   b. Cooperative Education Rating Sheet 2nd.
   c. Job Site Identification of student/employer 3rd.

All information on each sheet must be completed; grade, instructor signature, credits earned and record of visit. Be sure to comment on low grades so the office can give an explanation when student calls.

3. Forms for students who have dropped or are being dropped must be turned in to the Coop. Ed. Office with proper explanation.

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LOS ANGELES VALLEY COLLEGE

(Introductory Letter)

Dear Employer:

, employed by you, is enrolled in the Cooperative Education Program at Los Angeles Valley College. This is a program whereby the student can earn units by working in his or her major field of study. You and Los Angeles Valley College are now cooperating in giving your student-employee a relevant educational experience in his or her chosen field.

We want you to know that the student attends a class each week where job problems are discussed with an instructor from the major field. With your cooperation the instructor will give the student an evaluation at the end of the semester. We are enclosing information about the program that will interest you. The Cooperative Education instructor will visit you sometime during the last half of the semester for your evaluation of your student employee.

Sincerely,

, Coordinator
Cooperative Education

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LOS ANGELES VALLEY COLLEGE

(Mid-term Evaluation Letter and Return Card)

Dear Employer:

The Cooperative Education Department of Los Angeles Valley College would like to be of service to you and the student that you have employed in any possible way. It is our concern that the student/employee learns what it is to be an asset to his/her employer.

I am enclosing a self-addressed card for your use. This return card will indicate whether or not we can be of service. Please glance it over and return it to me at your convenience.

Sincerely,

, Coordinator
Cooperative Education

My Coop. Ed. employee is _____

He/she is doing satisfactory work _____

I would like a phone call to discuss a problem _____

I would like a visit to discuss a problem _____

The student has terminated _____

_____
Signature

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LOS ANGELES VALLEY COLLEGE

(Student Rating Reminder Letter)

Dear Employer:

You have a Valley College student, as an employee in your organization. He is receiving credits at Los Angeles Valley College for what he has learned on the job, under the Cooperative Education Program.

Enclosed is an evaluation form and a self-addressed, stamped envelope. Will you please fill out the evaluation form and mail it to me sometime this week? It is essential to have this information now so that we may complete the grades for all Cooperative Education students.

I wish to thank you for your fine cooperation in helping with this program.

Sincerely,

, Coordinator
Cooperative Education Program

## CONTROL CLASS

During the first meetings of the class go over qualifications for the program, get the forms filled out properly and give out the "seat availability cards" when the Employer Agreement is returned.

The control class is for giving job information, job advisement, and entry level and on the job skills to the student. The students should also be encouraged to bring up problems that they are having on the job and the instructor/coordinator can lead a discussion of these topics.

In the curriculum section there are suggestions as to the control class content plus examples of resumes, letter of application and information on interviews and labor laws. More information can be obtained in the LAVC Library (see the bibliography in the back). Be sure to check with the office for the film strip and cassette series on the various parts of the lesson plan.

COOPERATIVE EDUCATION

CONTROL TEACHERS:

Please have students who have changed jobs during the month of _____ print the following information below. If they have not turned in a new employer agreement they must get one in B11 and do so immediately.

| NAME | NEW EMPLOYER | BEGINNING DATE |
|---|---|---|

## VISITATIONS

By state law the instructor/coordinator must visit the job site of each student at least once during the semester. Sometime after the 12th week, depending on how many students you have, you should start on visitations to your Cooperative Education students' supervisors. You should:

1. Sort out address cards of your students by areas for visitations.
2. Call those whom you intend to visit and give approximate time you will be there. Figure about 45 minutes to an hour with driving time.
3. Take your Job Site Identification Sheet (blue) and the Cooperative Education Job Rating Sheet with you. Enclosed are some addressed stamped envelopes to take with you also. (Return them if you don't use them)
4. Talk to the employer or supervisor about the student's performance and tell him about the Cooperative Education Program. Emphasize that next semester the student should get an added experience on the job. Verify the number of hours the student is working per week and mark this down on the blue sheet along with date and time of visitation. Sign the blue sheet.

   Ask the employer to rate the student on the rating sheet while you are there if possible. If he would rather wait, leave the sheet and an envelope and ask him to return it as soon as possible, as the student's grade depends on its return.
5. When you have recorded the grades on your records, please send the rating sheets to the office.
6. Be sure to thank the employer and ask if the school can ever be of any service to let us know.

7. Mileage

   a. Keep track of mileage on visitations
   b. Get forms from the president's secretary
   c. Put 5286-65 in the upper right hand corner of the "Campus or Division" box on the form.

8. Some companies, specifically the Dept. of Water and Power, have regulations that prohibit compliance with some of the procedures. Any variation in these rulings will be sent to you in bulletins and should be placed in this section of the handbook. The bulletin regarding the DWP is inserted in this section.

PLACEMENT REPORT AND PROGRAM EVALUATION

1. At one of the last meetings of the semester, have the student fill out a Cooperative Education Job Placement Report Card.
2. This card will be used in a report by our Placement Office and by the Cooperative Education Office to see how student placements are being obtained.
3. The card also contains a section in which the student rates the program. This fulfills a state requirement for an evaluation procedure, and it will give us a good idea if we are fulfilling the students' needs and how we might improve.

**COOPERATIVE EDUCATION JOB PLACEMENT REPORT**

**(PLEASE PRINT)**
**1. NAME (Last) (First) VETERAN_____**
**2. DATE(S) EMPLOYED a. From_____To_____Company_____**
**b. From_____To_____Company_____**
**3. TYPE OF JOB a._____**
**b._____**
**4. WERE YOU EMPLOYED THROUGH: Coop. Ed.____LAVC Placement Office____**
**Because of LAVC Training____Other____**
**5. RATE THE COOP. ED. PROGRAM: Excellent____Good____Fair____Needs Imp.____**
**6. ATTAINED SUCCESS: Did you get a pay increase? Yes___No___**
**Did you get a new learning experience? Yes___No___**
**Did you move from a part-time job to a full-time job? Yes___No**
**Did you get a promotion? Yes___No___**
**Was your grade point average any better after taking Coop. Ed.?**
**Yes___No___**
**7. ADDITIONAL COMMENTS: _____**
_____

## PUBLIC RELATIONS

The Cooperative Education Program provides an excellent public relations vehicle for the college as well as for the student. Instructor contacts should be prompt and courteous. Always express a desire to help the employer as well as the student. The mailings that go out of the Cooperative Education Office to the employer are many, but it is felt that this contact is essential for the benefit of the college and ultimately, and most importantly, our students.

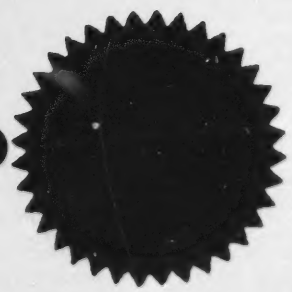
Below is a sample of the certificate that is sent to each employer at the end of the semester and on the following page is a copy of the thank you letter.

Los Angeles Valley College

# CERTIFICATE OF APPRECIATION

_____

*together with Los Angeles Valley College has participated in a program of Cooperative Education to prepare students for a career.*



_____

President

_____

Coordinator of Cooperative Education

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LOS ANGELES VALLEY COLLEGE

(Letter of Appreciation)

Dear Employer:

This past year you have employed a Valley College student and thus participated in our Cooperative Education Program. Not only did your student/employee earn unit credit for working, but you provided the student with a work experience program which furthered a greater knowledge in his or her major field of study here at Los Angeles Valley College. You participated in his or her education, and together you and the college made work and study more meaningful and valuable.

We at Los Angeles Valley college would like to express our appreciation to you for helping in the education of this student. If we can work together in the future in benefiting a young man or woman, please don't hesitate to call.

Sincerely,

, Coordinator
Cooperative Education

## ADVISORY COMMITTEE

The Cooperative Education has a standing advisory committee. The committee meets only once a year but is on call either collectively or individually at any time. It is a working committee that performs various tasks during the year for the program.

It is important that the instructors of the program attend meetings and get to know the committee members. These members can be a great help to the program instructors.

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UNIVERSITY OF CALIF.
LOS ANGELES

JUN 20 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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